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ABSTRACT

This manual lists the procedures followed and presents the checklists used by the Illinois State Board of Education to monitor school districts' special education programs to ensure that the districts meet minimum standards for educational programs, personnel, and fiscal management practices. The first section presents an overview describing the purposes and philosophy of special education monitoring in Illinois. A summary providing descriptions of major activities and projected outcomes for each phase of the compliance monitoring process is in the next section. Documentation which should be provided to the monitoring committee before on-site assessment occurs is listed in the third section. Check lists for reviewing student files and for eliciting parent attitudes are presented in the next two sections. The sixth section contains 31 standards for monitoring various aspects of the school districts' special education programs. Each standard has one or more investigative hypotheses for the monitoring committee to assess. Each hypothesis is given one of the following designations: compliance, corrective action needed, not reviewed, or undetermined. Standards cover such areas as handicap identification, referral of students, student evaluation, educational conferences, and resource programs.

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ILLINOIS MANUAL FOR ASSURING GUARANTEED EDUCATIONAL SERVICES

EC 193142

IMAGES

ILLINOIS MANUAL FOR ASSURING GUARANTEED EDUCATIONAL SERVICES
FOR SPECIAL EDUCATION

July 1985

Illinois State Board of Education
Department of Specialized Educational Services

Walter Naumer, Chairman
State Board of Education

Ted Sanders
State Superintendent of Education

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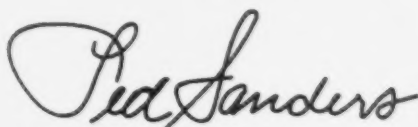
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FOREWORD

The Illinois State Board of Education has the responsibility for ensuring that each school system in the state meets minimum standards for educational programs, personnel, and fiscal management practices for preschool, elementary and secondary education. The Illinois State Board of Education carries out this monitoring function for specialized educational programs through the coordinated activities of both the Department of Specialized Educational Services and the Department of Recognition and Supervision.

The State Board of Education is responsible for conducting on-site, in-depth evaluations of specialized education programs on a cyclical basis to ensure that they are being operated in accordance with the School Code of Illinois and 23 Illinois Administrative Code 226 and the applicable federal rules.

Section 76 C.F.R. 101 (E) (3) of the Education Department General Administrative Regulations (EDGAR) requires each state education agency to assure the federal government that the mandates of that law are being met. The state rules and regulations, cited above, require education programs to be operated in accordance with procedures and guidelines established by the Illinois State Board of Education in order to receive funding for those programs. Monitoring procedures must apply to educational programs for all exceptional children, regardless of the setting in which they are delivered.



Ted Sanders
State Superintendent of Education

OVERVIEW

This is the fifth edition of the Illinois Manual for Assuring Guaranteed Educational Services (IMAGES) which was developed by professional staff within the Department of Specialized Educational Services. During the original development (1978-79) input was solicited from field-based program representatives and two special education service units which were utilized for field test purposes. In 1982 the Departments of Recognition and Supervision and Specialized Educational Services jointly reviewed and revised the special education monitoring activities. This review resulted in the development of a consolidated evaluation probe which maintained efforts to assure compliance, expand the provision of technical assistance to local districts while reducing the occurrence of duplicative monitoring activities by different Illinois State Board of Education departments.

The major goal of the monitoring process has been to develop and implement a comprehensive system for assuring compliance of all programs delivering specialized educational services with federal and state legislative mandates. This includes monitoring applications for EHA-Part B grants and contracts administered by the Department of Specialized Educational Services of the Illinois State Board of Education. The actualization of this goal has involved planning and developing in two major areas: process and content.

PROCESS

The purpose and philosophy of the monitoring process in addition to assuring compliance, is to help educational agencies identify areas in need of improvement. The process is also intended to help identify the appropriate technical assistance needed for meeting compliance requirements when deficiencies are found. One of the desired outcomes of this process is to assist educational agencies in establishing a self-monitoring and self-improvement process. Finally, the process provides data for planning local, regional, and state programs as well as data for the improvement of the monitoring system.

CONTENT

The State Board of Education is continuously examining the statutory and regulatory requirements of both federal and state laws to delineate the specific standards which educational units are expected to meet. More specifically, the intent is to inform administrators of the critical compliance requirements of P.L. 94-142, P.L. 89-313, and state rules and regulations for the handicapped.

To achieve that purpose certain standards have been extracted from laws, rules and regulations, and guidelines. The intent is to assist administrators to understand the standards against which their programs and

services will be compared. Monitoring reviews are not, however, limited strictly to the standards included in IMAGES but may address other federal and state requirements, if applicable. It is hoped that both the monitoring process and the development of investigative hypotheses will aid educational units in all phases of program planning, implementation, and evaluation, as well as in preparing for on-site reviews.

The Illinois State Board of Education intends for the implementation of this monitoring process to follow a developmental sequence. It is expected that the focus of the compliance review activities will change over time. Creating a knowledge base and developing a set of monitoring standards to comply with the rules, regulations and guidelines for all of the programs for handicapped pupils being administered in Illinois has been a slow, continuous and cumulative process. Initial efforts were geared toward improving documentation techniques, verifying the child count, examining the existence of services and reviewing Individual Educational Programs (IEPs). The implementation of other requirements of the relevant federal and state laws and regulations has also been examined. Through monitoring activities, the effectiveness of different types of programs has been enhanced. Throughout this sequence, monitoring activities have been planned to discover obstacles to implementation so that improvements can be made.

COMPLIANCE MONITORING PROCESS

Local Education Agency (LEA) Self-Monitoring

Definition: Using specific standards based upon federal and state requirements, an ongoing and systematic self-review of special education procedures and services is carried out by personnel within the Local Education Agency (LEA), e.g., IEP Self-Audit, Child Find Self-Audit, comparison of LEA notice and consent forms with State Board of Education recommended forms.

- Outcomes:
- (a) LEA personnel involved in determining their own needs.
 - (b) Acts as an inservice experience.
 - (c) Creates an impetus for change.
 - (d) Promotes the development of a document file to substantiate compliance.

State Education Agency (SEA) Monitoring

Phase I

Definition: Review of selected student records, FACTS data, prior monitoring reports, program deviation(s), and selected documents previously requested from the LEA and joint agreement (if applicable), and parent/teacher surveys.

- Outcomes:
- (a) Sources are reexamined/analyzed by various personnel with appropriate expertise and training.
 - (b) Possible problem areas are identified for developing focus and purpose of on-site visit.

Phase II

Definition: Illinois State Board of Education staff are assigned to monitor special education procedures and services within the LEA. The Phase II review may be a general review of all programs or a problem-oriented review with a specific focus.

- Outcomes:
- (a) A profile is developed showing areas of compliance and areas requiring corrective action as well as areas in which new procedures, training, or other methods of improvement may be needed.
 - (b) Areas are identified in which technical assistance is needed to remedy problems that may reduce the effectiveness of special education programs.

Phase III

Definition: Illinois State Board of Education staff will develop a written report containing information useful for both a record of compliance and needed improvements, if necessary. Further, the staff will utilize certain follow-up activities to ascertain that all needed assistance and all corrective actions required have been implemented within the timeframes designated in the report.

- Outcomes:
- (a) A written report is developed that clearly differentiates between areas in compliance, areas requiring modifications, and recommended change.
 - (b) The written report clearly identifies:
 - sources of evidence
 - compliance needs
 - technical assistance needs
 - recommendations
 - LEA responsibility
 - (c) When appropriate, LEA develops a plan with timelines for ameliorating areas requiring corrective action.
 - (d) Progress reviews are scheduled and conducted by staff using the LEA plan as basis for review.

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SELECTED LEA DOCUMENTS

In order to expedite the monitoring visit, the following materials are requested to be forwarded to the State Board of Education, Department of Specialized Educational Service prior to the Phase I visit. These materials are submitted for each LEA and the joint agreement, if applicable.

Procedures

- screening (3-5, speech and language, children in regular education classes)
- referral
- determining appropriateness of referral
- least restrictive environment
- conducting case study evaluations/reevaluations
- placing students in special education classes

Forms

- special education case study evaluation referral form
- referring agent notification of disposition of referral
- parent/guardian notification of referral
- parent/guardian notification of district/joint agreement decision not to conduct a case study evaluation
- parent/guardian notification of intent to conduct a case study evaluation/reevaluation
- parent/guardian notification of placement in special education (initial, change, and continuing)
- parent/guardian notification of termination of special education placement/services
- parent/guardian notification of interim services prior to implementation of recommended placement in special education
- parent/guardian consent for case study evaluation/reevaluation
- parent/guardian consent for initial special education placement
- case study evaluation/multidisciplinary conference report
- parent/guardian notification of conference (IEP, MDC, annual review)
- documentation of parent contacts
- IEP

Special Education
File Review

Date _____

Student's Name _____ Reviewer _____

Date of Birth _____ Primary Handicapping
Condition _____

Current Program Information
(check one):

Current Status of Placement
(check one):

_____ Early Childhood
_____ Regular Education
_____ Resource
_____ Self-Contained/Instructional
_____ Private Day
_____ Private Residential
_____ State Residential
_____ Home/Hospital
_____ Other (Please specify)

_____ Initial Placement in special
education
_____ Continuing Placement in same
special education program
_____ Terminated
_____ Graduated
_____ Recent Change in Placement
_____ Transition Program
_____ Ineligible
_____ Other (Please specify)

Significant Dates-fill in date or mark not applicable (N/A):

_____ Referral (if status of placement is "initial placement")

_____ Consent for most recent evaluation

_____ Most recent MDC report (for all students)

_____ Consent for placement

_____ Initial placement (if status of placement is "initial
placement")

_____ Most recent IEP Meeting (for all students)

_____ Change in placement (if status is "change of placement")

_____ Termination (if status is "terminated")

_____ Graduation (if status is "graduated")

Comments: Please check or note below any concerns which would require
SEA/LEA follow-up.

_____ Referral to mdc-longer than 60 school days.

_____ Complete case study evaluation-longer than 60 school days.

_____ Placement made over one semester after mdc.

_____ Re-evaluation overdue.

File Review Questions

Mark the question yes if documentation is found to substantiate the question. Mark no if no documentation is found. Mark N/A if question does not pertain to the student. Mark UND (undertermined) if component can not be determined.

<u>Primary Language</u>	Yes	No	N/A	UND
2.1 (a) The language spoken in the home has been determined. It is _____.	[]	[]	[]	[]
(b) The language spoken by the student has been determined. It is _____.	[]	[]	[]	[]
(c) The amount of English proficiency of the student has been determined.	[]	[]	[]	[]
2.2 The mode of communication has been determined. It is _____.	[]	[]	[]	[]
2.3 The assessment of language use and cultural background (2.1 and 2.2) has been determined prior to the case study evaluation.	[]	[]	[]	[]

Notifications

6.0 Notifications to the parents were provided in their native language or other mode of communication used by the parents (or file documents the use of translators or interpreters) If 2.1 is "no", this item is marked UND.	[]	[]	[]	[]
5.1 The referring agent has been notified in writing of the decision to conduct or not to conduct a case study evaluation.	[]	[]	[]	[]
6.1 The parents have been notified of the district's intent to refer their child for special education	[]	[]	[]	[]
6.2 The parents have been notified of the district's intent to conduct an evaluation.	[]	[]	[]	[]
6.3 The parents have been notified of the district's intent to not conduct an evaluation.	[]	[]	[]	[]
6.4 The parents have been notified of the district's intent to conduct a reevaluation.	[]	[]	[]	[]
6.5 If this is an initial placement, the notification has been sent to parents at least 10 days prior to the actual placement.	[]	[]	[]	[]
6.6 If there has been a change in placement, the notification form has been sent to parents at least 10 days prior to the change.	[]	[]	[]	[]
6.7 If this is a continuing placement, the notification has been sent to parents at least 10 days prior to the beginning of the school year.	[]	[]	[]	[]
6.8 If the student has been terminated, the notification has been sent to parents at least 10 days prior.	[]	[]	[]	[]
6.9 If the student has been graduated, the notification has been sent to parents at least 10 days before graduation.	[]	[]	[]	[]
16.1 Notification of most recent MDC meeting	[]	[]	[]	[]

	Yes	No	N/A	UND
<u>Consent</u>				
7.1 This student's record contains a copy of the <u>signed parent/guardian consent for the most recent evaluation/reevaluation.</u>	[]	[]	[]	[]
7.2 If this is an <u>initial placement</u> , this student's file contains a copy of the <u>signed parent consent.</u>	[]	[]	[]	[]

Case Study Evaluation Components (Only use data within prior 3 year period.)

8.1 If this is not a home/hospital or speech only student, the student's record contains documentation of:

Dates:

- | | | | | |
|-------|----|--|---|---|
| _____ | a) | child interview | | |
| _____ | b) | parent consultation | | |
| _____ | c) | social development study | | |
| _____ | d) | adaptive behavior assessment | | |
| _____ | e) | cultural background assessment | | |
| _____ | f) | medical history | | |
| _____ | | current health status | | |
| _____ | g) | vision screening | P | F |
| _____ | h) | hearing screening | P | F |
| _____ | i) | academic history/current educational functioning | | |
| _____ | j) | learning environment assessment | | |
| _____ | k) | educational evaluation/learning processes | | |

	Yes	No	N/A	UND
8.1(1)(1) If the student's handicapping category is <u>mental retardation or behavior disorder</u> or if the student has been placed in a <u>self-contained program</u> , there is documentation of a <u>psychological evaluation.</u>	[]	[]	[]	[]
8.1(1)(2) If the student's handicapping category is <u>physical handicapped, other health impaired, visually impaired or hearing impaired,</u> there is documentation of a <u>medical examination</u> (unless documentation of religious objection).	[]	[]	[]	[]

- | | Yes | No | N/A | UND |
|--|-----|-----|-----|-----|
| | [] | [] | [] | [] |
| 8.1(1)(3) If the student's mode of communication is other than spoken language (If question 2.2 is 'no', mark this 'und'), there is documentation of a language evaluation. | [] | [] | [] | [] |
| 8.1(1)(4) An audiological evaluation has been provided, if necessary | [] | [] | [] | [] |
| 8.1(1)(5) If the student is LD, there is documentation of an observation of the child's performance in the regular classroom setting (not child's regular education teacher) | [] | [] | [] | [] |

Multidisciplinary Report

- | | | | | |
|---|-----|-----|-----|-----|
| 9.1 There is a written multidisciplinary report in the student's file. | [] | [] | [] | [] |
| 9.2(a) The report includes the results of the evaluation. | [] | [] | [] | [] |
| 9.2(b) The report contains the recommendations of the conference participants. | [] | [] | [] | [] |
| 9.2(c) The report includes options considered or rejected. (After Jan. 1, 1985) | [] | [] | [] | [] |
| 9.3 The report is dated. | [] | [] | [] | [] |
| 9.4 The report contains the names and positions of the participants. | [] | [] | [] | [] |
| 9.5 If the student's handicapping category is LD, the report contains the following: | | | | |
| (a) the basis for making the determination | [] | [] | [] | [] |
| (b) the relevant behavior noted during observation | [] | [] | [] | [] |
| (c) the relationship of the behavior to the child's academic functioning | [] | [] | [] | [] |
| (d) the educationally relevant medical findings | [] | [] | [] | [] |
| (e) the discrepancy between achievement and ability | [] | [] | [] | [] |
| (f) the effects of environmental, cultural or economic disadvantages | [] | [] | [] | [] |
| (g) each team member's agreement/disagreement with the report | [] | [] | [] | [] |
| 9.6 If the student's placement is in a separate and private or public facility (any setting other than a regular school building), the student's record includes. | | | | |
| (a) a description of the nature and severity of the handicap which precludes placement in a regular school building; | [] | [] | [] | [] |
| (b) a description of aids and services considered or used to keep the student in the regular school; | [] | [] | [] | [] |
| (c) an explanation why the student cannot be educated in the regular school. | [] | [] | [] | [] |

- | | Yes | No | N/A | UND |
|--|-----|-----|-----|-----|
| | [] | [] | [] | [] |
| 9.7 Is there <u>documentation</u> that the <u>MDC report</u> has been <u>given to the parent</u> (only for MDCs completed since 1/85). | [] | [] | [] | [] |
| 10.1 The <u>multidisciplinary conference</u> has been held <u>within 60 school days of the date of referral</u> .
(initial placements only) | [] | [] | [] | [] |
| 11.1 The student's record contains <u>documentation</u> that the <u>evaluation</u> (all components) has been <u>conducted in the primary language of the student</u> (See File Review Question 2.1) | [] | [] | [] | [] |
| 11.4 The student's record contains <u>documentation</u> that <u>placement was not based on a single I.Q. test</u> . | [] | [] | [] | [] |
| 11.5 The <u>evaluation team</u> included a <u>teacher or specialist with knowledge in the student's handicapping condition</u> . | [] | [] | [] | [] |
| 11.6 If the student's placement is in an <u>LD program</u> , the <u>evaluation team</u> included the student's <u>standard education teacher</u> . | [] | [] | [] | [] |
| 13.1 If this is a <u>residential</u> placement, which is considered for reasons other than educational, a <u>representative of the appropriate state agency</u> has <u>attended or participated in the multidisciplinary conference</u> or there is <u>documentation of attempts to involve the agency</u> . | [] | [] | [] | [] |
| 13.2 Participants in the MDC included: | | | | |
| (a) Rep of LEA | [] | [] | [] | [] |
| (b) Special education director or designee | [] | [] | [] | [] |
| (c) All personnel involved in the evaluation | [] | [] | [] | [] |
| (d) The parents | [] | [] | [] | [] |
| (e) The persons who may become responsible for providing services to the student. | [] | [] | [] | [] |
| 15.1 If the multidisciplinary team has recommended <u>vocational programming</u> , the I.E.P. includes <u>vocational goals and objectives</u> . | [] | [] | [] | [] |
| 16.1 The student's file contains a copy of the <u>written notice of the most recent I.E.P. meeting or annual review</u> . | [] | [] | [] | [] |
| 16.2 The <u>written notice</u> contains | | | | |
| (a) <u>purpose</u> | [] | [] | [] | [] |
| (b) <u>location</u> | [] | [] | [] | [] |
| (c) <u>time</u> | [] | [] | [] | [] |
| (d) <u>participants</u> | [] | [] | [] | [] |
| (e) <u>an opportunity to schedule at agreed time and place</u> | [] | [] | [] | [] |

	Yes	No	N/A	UND
The I.E.P. includes:				
17.1 (a) <u>Present levels of functioning;</u>	☐	☐	☐	☐
17.4 (b) <u>Annual Goals (Program Area);</u>	☐	☐	☐	☐
17.4 (c) <u>Annual Goals (Related Services);</u>	☐	☐	☐	☐
17.5 (d) <u>Shortterm Objectives for each goal (Program Area);</u>	☐	☐	☐	☐
17.5 (e) <u>Shortterm Objectives for each goal (Related Services);</u>	☐	☐	☐	☐
17.5 (f) <u>How the success of each objective will be measured (procedure);</u>	☐	☐	☐	☐
17.5 (g) <u>criteria for determining whether student has reached each objective i.e., 2 out of 3 or 80% accuracy (criteria);</u>	☐	☐	☐	☐
17.5 (h) <u>Timelines for achievement of each objective (schedules);</u>	☐	☐	☐	☐
17.2 (i) <u>The type of program placement;</u>	☐	☐	☐	☐
17.2 (j) <u>The amount of time the student will spend in the program placement;</u>	☐	☐	☐	☐
17.6 (k) <u>the extent of participation in regular education programs;</u>	☐	☐	☐	☐
17.7 (l) <u>the date of initiation;</u>	☐	☐	☐	☐
17.8 (m) <u>anticipated duration of special education services</u>	☐	☐	☐	☐
17.3 (n) <u>Special Education Vocational component indicated</u>	☐	☐	☐	☐
a) <u>objectives</u>	☐	☐	☐	☐
b) <u>training required</u>	☐	☐	☐	☐
c) <u>Who</u>	☐	☐	☐	☐
d) <u>starting dates</u>	☐	☐	☐	☐
e) <u>ending dates</u>	☐	☐	☐	☐
(o) <u>Amount of Related Services</u>	☐	☐	☐	☐
(p) <u>Type of Related Services (circle);</u>	(TR, PS, OT, PT, SW, SL)			
17.9 (r) <u>The initial IEP is based on the student's needs as identified by the multidisciplinary conference participants.</u>	☐	☐	☐	☐
17.9 The <u>IEP contains at least one goal which relates to each deficit area identified in the evaluation/MDC reports.</u>	☐	☐	☐	☐
18.2 If the student has been placed in a <u>nonpublic school, a representative of the nonpublic school has attended the I.E.P. meeting or participated in the development of the I.E.P.</u>	☐	☐	☐	☐
18.1 Each I.E.P. meeting had the following participants:				
(a) <u>representative of LEA who is qualified to commit services;</u>	☐	☐	☐	☐
(b) <u>The student's teacher</u>	☐	☐	☐	☐
(c) <u>the student's parents</u>	☐	☐	☐	☐
18.3 If this is an <u>initial placement, a member of the evaluation team was present at the initial meeting.</u>	☐	☐	☐	☐

- | | Yes | No | N/A | UND |
|---|-----|-----|-----|-----|
| 24. If the student has been <u>terminated</u> or <u>graduated</u> : | | | | |
| (1) a transition plan was considered or is contained in the student's file. | [] | [] | [] | [] |
| (2) the transition plan specifies necessary related services. | [] | [] | [] | [] |
| (3) the transition plan specifies follow-up on the student's progress. | [] | [] | [] | [] |

Related Services

- | | | | | |
|---|-----|-----|-----|-----|
| 27.1 Is the student receiving <u>only related</u> services. | [] | [] | [] | [] |
|---|-----|-----|-----|-----|

DLN/2141S

STUDENT FILE REVIEW DATA RECORDING SHEETS

- Special Education File Review
- Speech/Language Only File Review

Date _____

Speech/Language Only
File Review

Student's Name _____

Date of Birth _____ District and No. _____

Current School _____ Current Teacher _____

Category _____ Reviewer _____

Current Program Information (check one):

- _____ Regular Education
- _____ Resource
- _____ Self-Contained/Instructional

Status of Placement (check one):

- _____ Initial Placement
- _____ Continuing Placement
- _____ Terminated
- _____ Graduated
- _____ Recent Change in Placement
- _____ Transition (monitored) Program
- _____ Ineligible

Significant Dates--fill in date or mark not applicable (N/A):

- _____ Referral (if status of placement is "initial placement")
- _____ Consent for most recent evaluation
- _____ Initial IEP meeting
- _____ Consent for placement
- _____ Initial placement (if status of placement is "initial placement")
- _____ Most recent IEP/Annual Review Meeting (for all students)
- _____ Change in placement (if status is "change of placement")
- _____ Termination (if status is "terminated")
- _____ Graduation (if status is "graduated")

Comments: Please note below any concerns which would require SEA/LEA follow-up.

File Review Questions

Mark the question yes if documentation is found to substantiate the question. Mark no if no documentation is found. Mark N/A if question does not pertain to the students. Mark UND (underdetermined) if component can not be determined.

<u>Primary Language</u>	Yes	No	N/A	UND
2.1 (a) The language spoken in the home has been determined. It is _____.	☐	☐	☐	☐
(b) The language spoken by the student has been determined. It is _____.	☐	☐	☐	☐
(c) The amount of English proficiency of the student has been determined.	☐	☐	☐	☐
2.2 The mode of communication has been determined. It is _____.	☐	☐	☐	☐
2.3 The assessment of language use and cultural background (2.1 and 2.2) has been determined prior to the case study evaluation.	☐	☐	☐	☐

Notifications

Notifications to the parents were provided in their native language or other mode of communication used by the parents (or files document the use of translators or interpreters) for the following:	Yes	No	N/A	UND
6.1 Notification of referral	☐	☐	☐	☐
6.2 Notification of intent to conduct an evaluation	☐	☐	☐	☐
6.3 Notification of intent to not conduct and evaluation.	☐	☐	☐	☐
6.4 Notification of reevaluation	☐	☐	☐	☐
6.5 Notification of initial placement	☐	☐	☐	☐
6.6 Notification of change of placement	☐	☐	☐	☐
6.7 Notification of continuing placement	☐	☐	☐	☐
6.8 Notification of termination of placement	☐	☐	☐	☐
6.9 Notification of interim services	☐	☐	☐	☐
Notification of IEP meeting	☐	☐	☐	☐
5.1 The referring agent has been notified in writing of the decision to conduct or not to conduct a case study evaluation.	☐	☐	☐	☐
6.2 The parents have been notified of the district's intent to conduct an evaluation.	☐	☐	☐	☐
6.3 The parents have been notified of the district's intent not to conduct an evaluation.	☐	☐	☐	☐
6.5 If this is an initial placement, the notification has been sent to parents at least 10 days prior to the actual placement.	☐	☐	☐	☐
6.7 If this is a continuing placement, the notification has been sent to parents at least 10 days prior to the beginning of the school year.	☐	☐	☐	☐
6.6 If there has been a change in placement, the notification form has been sent to parents at least 10 days prior to the change.	☐	☐	☐	☐

	Yes	No	N/A	UND
6.8 If the student has been terminated, the notification has been sent to parents at least 10 days prior.	☐	☐	☐	☐
6.8 If the student has been graduated, the notification has been sent to parents at least 10 days before graduation.	☐	☐	☐	☐

Consent

7.1 Each student's record contains a copy of the signed parent/guardian consent for the most recent evaluation/reevaluation.	☐	☐	☐	☐
7.2 If this is an initial placement, the student's file contains a copy of the signed parent consent.	☐	☐	☐	☐
7.5 If this is an initial placement, the consent for initial placement describes the activity for which consent is being obtained.	☐	☐	☐	☐
7.6 If this is an initial placement, the consent for initial placement states that consent is voluntary and may be revoked at any time.	☐	☐	☐	☐
7.3 The written consent for evaluation or reevaluation describes the activity for which consent is being obtained.	☐	☐	☐	☐
7.4 The written consent for evaluation or reevaluation states that consent is voluntary and may be revoked at any time.	☐	☐	☐	☐

Case Study Evaluation Components

8.2 The student's record contains documentation of:

	Date	Position of Evaluator
a) child interview	_____	_____
b) medical/health history	_____	_____
c) hearing screening	_____	_____
d) academic history/current educational functioning	_____	_____
e) speech and language evaluation	_____	_____
f) psychological (instructional only)	_____	_____

	Yes	No	N/A	UND
8.1(1)(1) If the student has been placed in a self-contained program (instructional), there is documentation of a psychological evaluation.	☐	☐	☐	☐
8.1(1)(3) If the student's mode of communication is other than spoken language (see question 2.2), there is documentation of a language evaluation.	☐	☐	☐	☐

	Yes	No	N/A	UND
10.1 The IEP meeting has been held within 60 school days of the date of referral.	☐	☐	☐	☐
11.1 The student's record contains documentation that the evaluation (all components) has been conducted in the primary language of the student (See File Review Question 2.1)	☐	☐	☐	☐
11.5 The evaluation team included a teacher or specialist with knowledge in the student's handicapping condition.	☐	☐	☐	☐
13.2 Participants in the IEP meeting included:				
(a) Rep of LEA	☐	☐	☐	☐
(b) Student's teacher	☐	☐	☐	☐
(c) The parents	☐	☐	☐	☐
(d) The persons who may become responsible for providing services to the student.	☐	☐	☐	☐
(e) The student (optional)	☐	☐	☐	☐
16.1 The student's file contains a copy of the written notice of the most recent I.E.P. meeting or annual review.	☐	☐	☐	☐
16.2 The written notice contains				
(a) purpose	☐	☐	☐	☐
(b) location	☐	☐	☐	☐
(c) time	☐	☐	☐	☐
(d) participants	☐	☐	☐	☐
(e) an opportunity to schedule at agreed time and place	☐	☐	☐	☐
16.4 The I.E.P. notice has been provided in the primary language of the parents (See File Review Question 2.1)	☐	☐	☐	☐
The I.E.P. includes:				
17.1 (a) Present levels of performance;	☐	☐	☐	☐
17.4 (b) Annual Goals (Program Area);	☐	☐	☐	☐
17.4 (c) Annual Goals (Related Services);	☐	☐	☐	☐
17.5 (d) Shortterm Objectives (Program Area);	☐	☐	☐	☐
17.5 (e) Shortterm Objectives (Related Services);	☐	☐	☐	☐
17.5 (f) How the success of each objective will be measured (procedure);	☐	☐	☐	☐
17.5 (g) criteria for determining whether student has reached each objective i.e., 2 out of 3 or 80% accuracy (criteria);	☐	☐	☐	☐
17.5 (h) Timelines for achievement of each objective (schedules);	☐	☐	☐	☐
17.2 (i) The type of program placement;	☐	☐	☐	☐
17.2 (j) The amount of time the student will spend in the program placement;	☐	☐	☐	☐
17.6 (k) the extent of participation in regular education programs;	☐	☐	☐	☐
17.7 (l) the date of initiation;	☐	☐	☐	☐
17.8 (m) anticipated duration of special education services	☐	☐	☐	☐

- | | Yes | No | N/A | UND |
|---|------------------------------|--------------------------------|--------------------------|--------------------------|
| 17.3 (n) Amount of Related Services | ☐ | ☐ | ☐ | ☐ |
| (o) Type of Related Services (circle); | (TR, SP, OT, PT, SW) | | | |
| (p) Type of P.E. | Reg ☐ | Adap. ☐ | & | |
| 24.1 If the student has been terminated or graduated, a transition plan was considered or is contained in the student's file. | ☐ | ☐ | ☐ | ☐ |
| 24.2 If the student has been terminated or graduated, the transition plan specifies necessary related services. | ☐ | ☐ | ☐ | ☐ |
| 24.3 If the student has been terminated or graduated, the transition plan specifies follow-up on the student's progress. | ☐ | ☐ | ☐ | ☐ |

Related Services

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 27.1 If the student is receiving related services, and claimed on FACTS, is there a statement of the specific special education program | ☐ | ☐ | ☐ | ☐ |
|---|--------------------------|--------------------------|--------------------------|--------------------------|

RAC/2729S

PARENT SURVEY

PARENT SURVEY

NOTE: All responses to this survey will be kept strictly confidential.
Responses from individuals will not be released to local districts.

Please check () the appropriate answer(s) to each of the items which follow.

1. I am aware of the annual screening of 3 to 5 year old children conducted by my district.
☐ Yes ☐ No
2. I was aware of special education programs and services available for children in my school district before my child's enrollment in special education.
☐ Yes ☐ No ☐ Do Not Remember
3. I gave written permission to school personnel to conduct an educational evaluation (testing) of my child before enrollment in special education.
☐ Yes ☐ No ☐ Do Not Remember
4. I was told of the results of the educational evaluation.
☐ Yes ☐ No ☐ Do Not Remember

If Yes above, please respond to the following.

I was informed of the results in a: (check all that apply)

- ☐ Phone call
☐ Letter
☐ School conference

I understood the results of the evaluation. ☐ Yes ☐ No ☐ Do Not Remember

I agreed with the results of the evaluation. ☐ Yes ☐ No ☐ Do Not Remember

I did not agree with the results. ☐ Yes ☐ No ☐ Do Not Remember

I gave permission for my child to receive special education services.

☐ Yes ☐ No ☐ Do Not Remember

5. I was at the meeting in which my child's Individualized Educational Program (IEP) for this school year was developed.

☐ Yes ☐ No ☐ Do Not Remember

If Yes above, those who attended the IEP meeting were: (check all that apply)

- ☐ Representative of the local district (for example, the building principal)
☐ My child's teacher
☐ My child
☐ Other _____
(Please identify)

I was able to provide input into my child's IEP.

☐ Yes ☐ No ☐ Do Not Remember

There was enough time for the IEP meeting.

☐ Yes ☐ No ☐ Do Not Remember

If No above, I did not attend the meeting because: (check all that apply)

- ☐ I was not invited
☐ The date, time and/or place was/were inconvenient.
☐ I was offered another date, time and/or place
☐ Other reason (Please note here) _____

6. I was informed by school personnel that: (check all that apply)

- ☐ I have certain rights in regard to my handicapped child.
☐ I can see any of my child's educational records at any time and can request copies of those records.
☐ I can ask to have my child reevaluated.
☐ I have the right to an independent educational evaluation of my child under certain conditions.
☐ I can get a copy of my child's Individualized Educational Program (IEP).
☐ I can ask for a due process hearing to resolve any disagreements I might have regarding my child's special education program.
☐ I can obtain a list of free or low cost legal services available locally.

I was given written information regarding my rights and the educational rights of my child. (For example, a pamphlet like A Parent's Guide: The Educational Rights of Handicapped Children)

☐ Yes ☐ No ☐ Do Not Remember

7. I have been informed each year of: (check all that apply)

- ☐ My child's IEP meeting or annual review.
☐ The special education services my child would receive.

8. I received notices and consent forms from the school which were written in my native language or were interpreted by a translator (if other than English).

☐ Yes ☐ No ☐ Not Applicable

9. I am aware that if I have a concern or complaint regarding my child's special education program, I can contact my local school district for help.

☐ Yes ☐ No

10. My degree of satisfaction with the programs and services offered to my child is: (check the one which applies)

☐ Very Good ☐ Good ☐ Fair ☐ Poor

Thank you for completing this survey. Please return this survey form in the enclosed stamped, addressed envelope.

If you have any comments or questions, please write them on this page.

If you have concerns you would like to discuss with State Board personnel, please include your name and telephone number.

RAC:2344S

MONITORING STANDARDS FOR
SPECIAL EDUCATION

The following set of standards and investigative hypothesis are coded on the right hand side of the page as follows:

C = Compliance
CAN = Corrective Action Needed
NR = Not Reviewed
UND = Undetermined

1. Standard

The district has procedures for actively locating and identifying exceptional children ages 3-21. (RR 9.02, 226.510; CFR 300.220, 300.300)

Investigative Hypothesis

	C	CAN	NR	UND
1.1 The district has written annual screening procedures to identify children ages 3-5 who may need special education.	☐	☐	☐	☐
1.2 The district has written procedures to conduct speech and language screening for each child initially enrolled in an Illinois public school district.	☐	☐	☐	☐
1.3 Written procedures are developed by the district for its teachers and staff to conduct annual screenings of children in regular education classes to identify those who exhibit problems which interfere with their education.	☐	☐	☐	☐
1.4 The procedure(s) identified in 1.3 is known and implemented by each regular education teacher.	☐	☐	☐	☐

2. Standard

Each student referred for special education has had his/her language use pattern, mode of communication and cultural background assessed prior to the case study evaluation. (RR 9.08, 226.532)

Investigative Hypothesis

	C	CAN	NR	UND
2.1 The student's temporary record contains documentation that the assessment of language use pattern and cultural background is made by:				
a) determining the language(s) spoken in the home,	[]	[]	[]	[]
b) determining the language(s) used most frequently by the student, and	[]	[]	[]	[]
c) determining the English proficiency of the student.	[]	[]	[]	[]
2.2 The student's temporary record contains documentation that the assessment of the mode of communication is made by determining the extent to which the student uses expressive language or other forms of communication as a substitute for expressive language.	[]	[]	[]	[]
2.3 The students' temporary record contains documentation to insure that these assessments are completed <u>prior</u> to the case study evaluation.	[]	[]	[]	[]

3. Standard

The district has developed referral for case study evaluation procedures which are made known to all concerned persons (RR 9.03, 226.515).

Investigative Hypothesis

	C	CAN	NR	UND
3.1 The written referral procedures designate each step to take when making a referral.	[]	[]	[]	[]
3.2 The written referral procedures state the person to whom a referral is made.	[]	[]	[]	[]
3.3 The written procedures state the information that is to be provided by the referring source which may include a summary of, but not limited to: a) name of referring agent b) nature of the problem c) grade level work d) attendance e) behavior f) achievement test results g) health record	[]	[]	[]	[]
3.4 The district has documentation that written procedures have been disseminated to all concerned persons which may include: a) parents/guardians b) school district personnel c) community service agencies d) other persons, e.g. doctors, head start personnel, advocates	[]	[]	[]	[]

4. Standard

The district is responsible for determining the appropriateness of each referral for case study evaluation (RR 9.03, 226.515).

Investigative Hypothesis

	C	CAN	NR	UND
4.1 The district has a procedure to determine appropriateness of each referral.	[]	[]	[]	[]

5. Standard

The district has notified the referring agent of its decision to evaluate/not evaluate the student. (RR 9.03, 226.515).

Investigative Hypothesis

	C	CAN	NR	UND
5.1 The district has notified the referring agent in writing of its decision.	[]	[]	[]	[]
5.2 If the decision is to not conduct an evaluation, the written notice to the referring agent contains the reasons for the decision.	[]	[]	[]	[]

6. Standard

Parents in this district are provided proper written notification when the district proposes to initiate or change the a) identification, b) evaluation or c) educational placement of their handicapped child. (9.03, 9.04, 9.21, 9.27, 9.28, 9.29; 226.515, 226.520, 226.568, 226.585, 226.590, 226.595; CFR 300.504, 300.505)

Investigative Hypothesis

C CAN NR UND

6.1 Notification of Referral

The notification form used by the district:

- | | | | | |
|--|-----|-----|-----|-----|
| a. is provided to the parent in his/her native language or other mode of communication used by the parents. | [] | [] | [] | [] |
| b. contains a full explanation of procedural safeguards available. | [] | [] | [] | [] |
| c. contains a description of the action proposed or refused by the district | [] | [] | [] | [] |
| d. contains an explanation of why the district proposes or refuses to take action. | [] | [] | [] | [] |
| e. contains a description of the options the district considered. | [] | [] | [] | [] |
| f. contains the reasons why the options were rejected. | [] | [] | [] | [] |
| g. contains a description of each evaluation procedure, test, record or report that the district uses as a basis for the decision. | [] | [] | [] | [] |
| h. contains a description of any other factors which are relevant to the district's decision. | [] | [] | [] | [] |
| i. is included in each student's temporary record. | [] | [] | [] | [] |

6.2 Notification of Intent to Conduct an Evaluation

The notification form used by the district:

- | | | | | |
|--|-----|-----|-----|-----|
| a. is provided to the parent in his/her native language or other mode of communication used by the parents. | [] | [] | [] | [] |
| b. contains a full explanation of procedural safeguards available. | [] | [] | [] | [] |
| c. contains a description of the action proposed or refused by the district | [] | [] | [] | [] |
| d. contains an explanation of why the district proposes or refuses to take action. | [] | [] | [] | [] |
| e. contains a description of the options the district considered. | [] | [] | [] | [] |
| f. contains the reasons why the options were rejected. | [] | [] | [] | [] |
| g. contains a description of each evaluation procedure, test, record or report that the district uses as a basis for the decision. | [] | [] | [] | [] |
| h. contains a description of any other factors which are relevant to the district's decision. | [] | [] | [] | [] |
| i. is included in each applicable student's temporary record. | [] | [] | [] | [] |

- 6.3 Notification of Intent to Not Conduct An Evaluation
The notification form used by the district contains:
- a. the date of referral ☐ ☐ ☐ ☐
 - b. the reasons the evaluation was requested. ☐ ☐ ☐ ☐
 - c. the reasons for not conducting the evaluation. ☐ ☐ ☐ ☐
 - d. a full explanation of procedural safeguards available. ☐ ☐ ☐ ☐
 - e. is included in each applicable student's temporary record. ☐ ☐ ☐ ☐
- 6.4 Notification of Re-evaluation
The notification form used by the district:
- a. is provided to the parent in his/her native language or other mode of communication used by the parents. ☐ ☐ ☐ ☐
 - b. contains a full explanation of procedural safeguards available. ☐ ☐ ☐ ☐
 - c. contains a description of the action proposed or refused by the district ☐ ☐ ☐ ☐
 - d. contains an explanation of why the district proposes or refuses to take action. ☐ ☐ ☐ ☐
 - e. contains a description of the options the district considered. ☐ ☐ ☐ ☐
 - f. contains the reasons why the options were rejected. ☐ ☐ ☐ ☐
 - g. contains a description of each evaluation procedure, test, record or report that the district uses as a basis for the decision. ☐ ☐ ☐ ☐
 - h. contains a description of any other factors which are relevant to the district's decision. ☐ ☐ ☐ ☐
 - i. is included in each applicable student's temporary record. ☐ ☐ ☐ ☐
- 6.5 Notification of Initial Placement
The notification form used by the district:
- a. is provided to the parent in his/her native language or other mode of communication used by the parents. ☐ ☐ ☐ ☐
 - b. contains a full explanation of procedural safeguards available. ☐ ☐ ☐ ☐
 - c. contains a description of the action proposed or refused by the district ☐ ☐ ☐ ☐
 - d. contains an explanation of why the district proposes or refuses to take action. ☐ ☐ ☐ ☐
 - e. contains a description of the options the district considered. ☐ ☐ ☐ ☐
 - f. contains the reasons why the options were rejected. ☐ ☐ ☐ ☐
 - g. contains a description of each evaluation procedure, test, record or report that the district uses as a basis for the decision. ☐ ☐ ☐ ☐
 - h. contains a description of any other factors which are relevant to the district's decision. ☐ ☐ ☐ ☐
 - i. contains the results of the case study evaluation. ☐ ☐ ☐ ☐
 - j. contains the nature of the program or service needed. ☐ ☐ ☐ ☐
 - k. contains the recommendations for placement. ☐ ☐ ☐ ☐

- | | | | | |
|--|-----|-----|-----|-----|
| l. contains the plans for implementing the recommendations. | [] | [] | [] | [] |
| m. contains the right to object to the proposed placement. | [] | [] | [] | [] |
| n. contains the specific procedure in making an objection (including due process). | [] | [] | [] | [] |
| o. is sent at least 10 days prior to the actual placement. | [] | [] | [] | [] |
| p. is included in the applicable student's temporary record. | [] | [] | [] | [] |

6.6 Notification of Change in Placement

The notification form used by the district:

- | | | | | |
|--|-----|-----|-----|-----|
| a. is provided to the parent in his/her native language or other mode of communication used by the parents. | [] | [] | [] | [] |
| b. contains a full explanation of procedural safeguards available. | [] | [] | [] | [] |
| c. contains a description of the action proposed or refused by the district | [] | [] | [] | [] |
| d. contains an explanation of why the district proposes or refuses to take action. | [] | [] | [] | [] |
| e. contains a description of the options the district considered. | [] | [] | [] | [] |
| f. contains the reasons why the options were rejected. | [] | [] | [] | [] |
| g. contains a description of each evaluation procedure, test, record or report that the district uses as a basis for the decision. | [] | [] | [] | [] |
| h. contains a description of any other factors which are relevant to the district's decision. | [] | [] | [] | [] |
| i. contains reasons for change. | [] | [] | [] | [] |
| j. contains the description of the proposed program. | [] | [] | [] | [] |
| k. is provided at least 10 days prior to the change. | [] | [] | [] | [] |
| l. is included in the applicable student's temporary record. | [] | [] | [] | [] |

6.7 Notification of Continuing Placement

The notification form used by the district:

- | | | | | |
|--|-----|-----|-----|-----|
| a. is provided to the parent in his/her native language or other mode of communication used by the parents. | [] | [] | [] | [] |
| b. contains a full explanation of procedural safeguards available. | [] | [] | [] | [] |
| c. contains a description of the action proposed or refused by the district | [] | [] | [] | [] |
| d. contains an explanation of why the district proposes or refuses to take action. | [] | [] | [] | [] |
| e. contains a description of the options the district considered. | [] | [] | [] | [] |
| f. contains the reasons why the options were rejected. | [] | [] | [] | [] |
| g. contains a description of each evaluation procedure, test, record or report that the district uses as a basis for the decision. | [] | [] | [] | [] |
| h. contains a description of any other factors which are relevant to the district's decision. | [] | [] | [] | [] |
| i. is sent at least 10 days prior to the beginning of each school year. | [] | [] | [] | [] |
| j. is included in the applicable student's temporary record. | [] | [] | [] | [] |

6.8 Notification of Termination of Placement
The notification form used by the district:

- | | | | | |
|--|-----|-----|-----|-----|
| a. is provided to the parent in his/her native language or other mode of communication used by the parents. | [] | [] | [] | [] |
| b. contains a full explanation of procedural safeguards available. | [] | [] | [] | [] |
| c. contains a description of the action proposed or refused by the district | [] | [] | [] | [] |
| d. contains an explanation of why the district proposes or refuses to take action. | [] | [] | [] | [] |
| e. contains a description of the options the district considered. | [] | [] | [] | [] |
| f. contains the reasons why the options were rejected. | [] | [] | [] | [] |
| g. contains a description of each evaluation procedure, test, record or report that the district uses as a basis for the decision. | [] | [] | [] | [] |
| h. contains a description of any other factors which are relevant to the district's decision. | [] | [] | [] | [] |
| i. is sent at least 10 days prior to termination. | [] | [] | [] | [] |
| j. is included in the applicable student's temporary record. | [] | [] | [] | [] |

6.9 Notification of Interim Services
The notification form used by the district:

- | | | | | |
|--|-----|-----|-----|-----|
| a. is provided to the parent in his/her native language or other mode of communication used by the parents. | [] | [] | [] | [] |
| b. contains a full explanation of procedural safeguards available. | [] | [] | [] | [] |
| c. contains a description of the action proposed or refused by the district | [] | [] | [] | [] |
| d. contains an explanation of why the district proposes or refuses to take action. | [] | [] | [] | [] |
| e. contains a description of the options the district considered. | [] | [] | [] | [] |
| f. contains the reasons why the options were rejected. | [] | [] | [] | [] |
| g. contains a description of each evaluation procedure, test, record or report that the district uses as a basis for the decision. | [] | [] | [] | [] |
| h. contains a description of any other factors which are relevant to the district's decision. | [] | [] | [] | [] |
| i. is included in the applicable student's temporary record. | [] | [] | [] | [] |

6.10 The district has a list of free or low cost legal and other relevant services available locally to assist parents in initiating a hearing. [] [] [] []

6.11 Parents are aware that the list above is available upon request. [] [] [] []

7. Standard

The district has obtained parent consent for evaluations and initial placement.
(RR 9.06, 226.525; CFR 300.504, 300.500)

Investigative Hypothesis

	C	CAN	NR	UND
7.1 Each student's record contains a copy of the signed parent consent for the most recent evaluation/reevaluation.	[]	[]	[]	[]
7.2 Each student's record contains a copy of the signed parent consent for the initial placement in a special education program if placement was made after 1976.	[]	[]	[]	[]
7.3 The written consent for evaluation/reevaluation describes the activity for which consent is being obtained.	[]	[]	[]	[]
7.4 The written consent for evaluation/reevaluation states that the granting of consent is voluntary and may be revoked at any time.	[]	[]	[]	[]
7.5 The written consent for initial placement describes the activity for which consent is being obtained.	[]	[]	[]	[]
7.6 The written consent for initial placement states that the granting of consent is voluntary and may be revoked at any time.	[]	[]	[]	[]

8. Standard

Each child referred for special education has received a case study evaluation/reevaluation appropriate to the nature of the problems which caused the referral. (RR 9.09, 226.535, 226.548; CFR 300.533)

Investigative Hypothesis

	C	CAN	NR	UND
8.1 Each child, other than those who require home/hospital or speech, has received an evaluation or reevaluation by a qualified specialist that is clearly documented* in the student's temporary record to include:				
*a) An interview with the child.	[]	[]	[]	[]
*b) Consultation with the child's parents.	[]	[]	[]	[]
*c) Social developmental study	[]	[]	[]	[]
*d) assessment of adaptive behavior	[]	[]	[]	[]
*e) assessment of cultural background	[]	[]	[]	[]
*f) Medial history/current health status report	[]	[]	[]	[]
*g) Vision screening within 6 months	[]	[]	[]	[]
*h) Hearing screening with 6 months	[]	[]	[]	[]
*i) Academic history	[]	[]	[]	[]
*j) Educational evaluation/current educational functioning	[]	[]	[]	[]
*k) Learning environment assessment	[]	[]	[]	[]
*l) Specialized evaluations specific to the nature of the student's problem				
1) psychological evaluation				
- conducted in order to place a child in a special education instructional program	[]	[]	[]	[]
- conducted in order to place in a program for mentally impaired/behavior disordered	[]	[]	[]	[]
- conducted where there are questions about intellectual functioning or learning capacity	[]	[]	[]	[]
2) medical examination				
- conducted for a child with suspected physical, health, vision or hearing impairment	[]	[]	[]	[]
3) speech and language evaluation	[]	[]	[]	[]
4) audiological evaluation	[]	[]	[]	[]
5) Observation of the child's performance in the regular classroom setting (or an age-appropriate private environment for children less than school age or out-of-school) when a learning disability is suspected.	[]	[]	[]	[]

8.2 Each child whose problems are limited to speech or language has received an evaluation or reevaluation that is documented* in the student's temporary record to include:

- | | | | | |
|---|-----|-----|-----|-----|
| *a) Hearing screening within six months | [] | [] | [] | [] |
| *b) Medical history/current health status review | [] | [] | [] | [] |
| *c) Academic history/current educational functioning review | [] | [] | [] | [] |
| *d) Speech and language assessment | [] | [] | [] | [] |
| *e) Interview with the child | [] | [] | [] | [] |

*"Documented" is defined as written reports including a-j or the multidisciplinary report describing a-j. Both must include a signature of the person responsible for each component and his/her position or title to determine if the person is a qualified specialist.

9. Standard

Each student referred for special education has a written multidisciplinary conference (MDC) report in his/her temporary record. (RR 9.18, 3.04, 226.558, 226.125; CFR 300.543)

Investigative Hypothesis

	C	CAN	NR	UND
9.1 The student's file contains a written multidisciplinary (MDC) report.				
9.2 The MDC report includes:	[]	[]	[]	[]
a) the results of the evaluation	[]	[]	[]	[]
b) the recommendations of the conference participants	[]	[]	[]	[]
c) the options considered and rejected	[]	[]	[]	[]
9.3 The multidisciplinary report is dated.	[]	[]	[]	[]
9.4 The MDC report lists the names and positions of the attendants.	[]	[]	[]	[]
9.5 For students suspected eligible for learning disability programs, the MDC report includes a statement of:				
a) the basis for making the determination	[]	[]	[]	[]
b) the relevant behavior noted during the observation	[]	[]	[]	[]
c) the relationship of the behavior to the child's academic functioning	[]	[]	[]	[]
d) the educationally relevant medical findings	[]	[]	[]	[]
e) the discrepancy between achievement and ability	[]	[]	[]	[]
f) the effects of environmental, cultural or economic disadvantages	[]	[]	[]	[]
g) each team member's agreement/disagreement with the report	[]	[]	[]	[]
9.6 For students who may be eligible for placement in a separate public or private facility, the MDC report includes:				
a) a description of the nature and severity of the student's handicap which precludes placement in a regular education school building.	[]	[]	[]	[]
b) description of the specific supplementary aids and services, if any, considered for use in the regular classroom.	[]	[]	[]	[]
c) an explanation of why the student cannot be educated in the regular classroom with supplementary aids and services.	[]	[]	[]	[]
9.7 A copy of the MDC report has been given to the parent.	[]	[]	[]	[]

10. Standard

Each case study evaluation and multidisciplinary conference is completed within sixty (60) school days of the date of referral or the date of application for admittance to the public school by the parents of the child. (RR 9.20, 226.566)

Investigative Hypothesis

	C	CAN	NR	UND
10.1 For each student referred for special education a multidisciplinary conference has been held within sixty school days (days are counted as each day the local district's administrative office is open).	[]	[]	[]	[]
10.2 The district must have a method, i.e., referral form, date of written communication from referring person, telephone log, etc., to document date of referral.	[]	[]	[]	[]

11. Standard

Each child has been given a nondiscriminatory evaluation. (RR 9.11, 226.540; CFR 300.530, 300.532, 300.540)

Investigative Hypothesis

	C	CAN	NR	UND
Each student's record contains documentation that:				
11.1 <u>Each</u> of the evaluation components has been conducted using <u>each</u> of the languages used by the child.	[]	[]	[]	[]
11.2 The evaluation is made by a multidisciplinary team.	[]	[]	[]	[]
11.3 If the child's receptive or expressive communication skills are impaired, the tests and procedures used do not stress spoken language.	[]	[]	[]	[]
11.4 Tests and evaluation materials other than IQ tests are used.	[]	[]	[]	[]
11.5 The evaluation team included one teacher or specialist with knowledge in the area of suspected disability.	[]	[]	[]	[]
11.6 The evaluation team for students suspected of having a LD includes the child's regular teacher.	[]	[]	[]	[]

If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age is a member of the evaluation team.

If the child is less than school age, an individual qualified to teach a child of his or her age is a member of the evaluation team.

12. Standard

Each special education student has been reevaluated at least every three years.
(RR 9.25, 226.578; CFR 300.534)

Investigative Hypothesis

	C	CAN	NR	UND
12.1 Each student has been evaluated within three years from the date of the last comprehensive case study evaluation.	[]	[]	[]	[]

13. Standard

Each MDC has included the required participants. (RR 8.04, 9.15, 226.420, 226.550; CFR 300.533)

Investigative Hypothesis

	C	CAN	NR	UND
13.1 When residential placement is considered for reasons other than education, a representative of the appropriate state agency has been in attendance or participated in the MDC.	[]	[]	[]	[]
13.2 Participants in each MDC included:				
a) Appropriate representatives of the child's district of residence	[]	[]	[]	[]
b) The special education director or designee who is qualified to provide or supervise special education	[]	[]	[]	[]
c) All personnel involved in the evaluation of the child	[]	[]	[]	[]
d) The parents	[]	[]	[]	[]
e) Persons who may become responsible for providing the special education program or service	[]	[]	[]	[]

14. Standard

Handicapped students in this district are educated with non-handicapped students to the maximum extent appropriate. (RR 3.04, 226.125, 226.1135; CFR 300.277, 300.550, 300.552)

Investigative Hypothesis

	C	CAN	NR	UND
14.1 The district has written procedures which insure that to the maximum extent appropriate handicapped children are educated with children who are not handicapped.	[]	[]	[]	[]
14.2 The district has implemented the procedures identified in 14.1	[]	[]	[]	[]
14.3 No select group of handicapped students are placed in a separate facility/school solely on the basis of the handicap.	[]	[]	[]	[]

15. Standard

A vocational plan indicating specific vocational objectives, the training required, service personnel required, and the length of the proposed program is developed for each child determined to require a prevocational program. (RR 6.03, 226.320)

Investigative Hypothesis

	C	CAN	NR	UND
15.1 Each student requiring a pre-vocational program has an IEP which includes a vocational plan which includes:	[]	[]	[]	[]
a) specific vocational objectives.	[]	[]	[]	[]
b) the training required to achieve the objectives.	[]	[]	[]	[]
c) who is required to assist the student in accomplishing the objectives.	[]	[]	[]	[]
d) the starting and ending dates of the proposed program.	[]	[]	[]	[]
15.2 The vocational plan is adapted to the students' interests and aptitudes.	[]	[]	[]	[]

16. Standard

The local district has taken steps to insure that the parents/guardian of all exceptional children are present at each MDC, IEP and annual review meeting or are afforded the opportunity to participate. (RR 9.18a, 226.560; CFR 300.345)

Investigative Hypothesis

	C	CAN	NR	UND
16.1 A copy of the written notice or a record of the attempts to secure parent participation are contained in the student's temporary record.	[]	[]	[]	[]
16.2 The written notice or record contains:				
a) Purpose of meeting	[]	[]	[]	[]
b) Location of meeting	[]	[]	[]	[]
c) Time of meeting	[]	[]	[]	[]
d) Participants (minimally positions) at meeting	[]	[]	[]	[]
e) Opportunity to schedule at agreed time/place	[]	[]	[]	[]
16.3 The notice is provided early enough to insure they have the opportunity to attend.	[]	[]	[]	[]
16.4 The notice provided is understood by the parents (native language or interpreters).	[]	[]	[]	[]
16.5 If a parent has not attended the meeting, the LEA has records which document the attempts to insure participation by other methods (individual or conference calls, home visits, office visits).	[]	[]	[]	[]

17. Standard

Each handicapped child in the district has a complete, written IEP. (RR 9.18a, 226.562; CRF 300.346, 330.340)

Investigative Hypothesis

	C	CAN	NR	UND
17.1 The IEP includes a statement of the child's present levels of educational performance.	[]	[]	[]	[]
17.2 The IEP includes a statement of the specific special education program to be provided to the child.				
a) amount of program	[]	[]	[]	[]
b) type of program	[]	[]	[]	[]
17.3 The IEP includes a statement of the specific special education related services to be provided to the child				
a) amount of related services	[]	[]	[]	[]
b) type of related services	[]	[]	[]	[]
17.4 The IEP includes a statement of annual goals for each deficit area:				
a) instructional area	[]	[]	[]	[]
b) related services area	[]	[]	[]	[]
17.5 The IEP includes a statement of short-term objectives for each stated goal.	[]	[]	[]	[]
a) Each objective has objective criteria for determining whether the objective is being achieved	[]	[]	[]	[]
b) Each objective has an evaluation procedures for determining whether the objective is being achieved	[]	[]	[]	[]
c) Each objective has an evaluation schedule for determining whether the objective is being achieved	[]	[]	[]	[]
17.6 The IEP includes a statement of the extent to which the child will be able to participate in regular education programs.	[]	[]	[]	[]
17.7 The IEP includes the projected dates for initiation of services.	[]	[]	[]	[]
17.8 The IEP includes the anticipated dates for duration of services.	[]	[]	[]	[]
17.9 The IEP is based on the student's needs as identified by the multidisciplinary conference participants.	[]	[]	[]	[]

18. Standard

Each IEP meeting has included the required participants (RR 8.03, 9.18a, 226.420, 226.560; CFR 300.344)

Investigative Hypothesis

	C	CAN	NR	UND
18.1 Each IEP meeting has included the following participants:				
a) A representative of the LEA who is qualified to provide or supervise the provision of special education	[]	[]	[]	[]
b) The child's teacher - special education, regular teacher and/or teacher qualified to provide education in the type of program in which the child may be placed (for students being considered).	[]	[]	[]	[]
c) One or both of the child's parents or guardians.	[]	[]	[]	[]
18.2 For each student placed outside of the public school, a representative of the nonpublic school has been in attendance at the IEP meeting or participated in the development of the IEP.	[]	[]	[]	[]
18.3 Each student who has been evaluated for the first time has a member of the evaluation team participating in the IEP meeting.	[]	[]	[]	[]

19. Standard

The number of students in each instructional program is determined by the age, nature and severity of the exceptional characteristics and the degree of intervention necessary.
(RR 4.04, 226.225)

Investigative Hypothesis

	C	CAN	NR	UND
19.1 Each class is within the maximum program size limitation.*				
a) Early childhood classes - five students at one time	[]	[]	[]	[]
b) Profound/Multiply Handicapped - five students	[]	[]	[]	[]
c) Severe visual, auditory, physical, speech/language, behavior disordered - eight students	[]	[]	[]	[]
d) Learning disabilities, TMH, Cross-categorical, Developmental, Diagnostic - ten students	[]	[]	[]	[]
e) Moderate visual or auditory - twelve students	[]	[]	[]	[]
f) Primary EH or Mild/Moderate EMH - twelve students	[]	[]	[]	[]
g) Intermediate, Junior High, Secondary EMH - fifteen students	[]	[]	[]	[]

*Addition of two to meet unique circumstances during the year or a total increase of five if a full time aide is employed.

20. Standard

The enrollment of students in each resource program is limited to the number of students who can effectively and appropriately receive assistance. (RR 4.06, 226.240).

Investigative Hypothesis

	C	CAN	NR	UND
20.1 The class size does not ordinarily exceed 20.	[]	[]	[]	[]

21. Standard

The number of students seen by a speech and language clinician is based on the nature of the speech and language needs of the individual children. (RR 5.01, 226.250)

Investigative Hypothesis

	C	CAN	NR	UND
21.1 The class load of each speech and language clinician does not exceed 80 students.	[]	[]	[]	[]

22. Standard

Program deviations have been requested and preapproved for all programs not meeting the requirements of the Rules and Regulations (RR 3.11, 4.04.8, 226.160, 226.225)

Investigative Hypothesis

	C	CAN	NR	UND
22.1 The program is implemented in accord with the program deviation preapproval.	☐	☐	☐	☐
22.2 The district has a procedure for evaluating the effects of the deviation.	☐	☐	☐	☐
22.3 The teacher participated in the determination of the need for this deviation and in the evaluation of the deviation.	☐	☐	☐	☐
22.4 All departmentalized programs have an approved program deviation.	☐	☐	☐	☐

23. Standard

The district has ongoing participation with the facility and involvement with students placed in private programs. (RR 8.10, 8.07, 8.08, 226.440, 226.442, 226.450)

Investigative Hypothesis

	C	CAN	NR	UND
23.1 For each student placed in a private program, the district has a completed written agreement with the private facility. (Form 19-50)	[]	[]	[]	[]
23.2 For each student placed in a private program, the district has a record of:				
a) a summary of the child's individual problems	[]	[]	[]	[]
b) a description of the program required by the child	[]	[]	[]	[]
c) a description of the special education program offered by the private facility	[]	[]	[]	[]
d) conference reports and progress reports from the private facility	[]	[]	[]	[]
e) an annual reassessment of the need for continued private placement	[]	[]	[]	[]
f) the current IEP	[]	[]	[]	[]
g) an explanation of why the child's needs cannot be met by the public school.	[]	[]	[]	[]
23.3 The district has communicated at least annually with the facility personnel to evaluate the child's progress.	[]	[]	[]	[]
23.4 The district has reevaluated each student at least every three years.	[]	[]	[]	[]

24. Standard

When a student's special education placement is terminated or graduated, a specific plan of transition is developed and implemented as appropriate. (RR 9.29, 226.595)

Investigative Hypothesis

	C	CAN	NR	UND
24.1 A written plan for each student who has been terminated or graduated from special education is in the student's temporary record.	[]	[]	[]	[]
24.2 The plan specifies any related service necessary for implementation.	[]	[]	[]	[]
24.3 The plan specifies any follow-up necessary for implementation.	[]	[]	[]	[]

25. Standard

Related services time spent with or on behalf of each student is sufficient to be educationally or therapeutically adequate, as determined by the evaluation of the child's needs. (RR 5.05, 226.290)

Investigative Hypothesis

	C	CAN	NR	UND
25.1 Each student receiving related services has received an appropriate case study evaluation to determine the type of services to be provided.	[]	[]	[]	[]
25.2 Each student receiving related services is receiving the type of service as determined at a multidisciplinary conference and recorded on the IEP.	[]	[]	[]	[]
25.3 Each student receiving related services is receiving an adequate amount of services as determined at a multidisciplinary conference.	[]	[]	[]	[]

26. Standard

Each student receiving related services is receiving them because they are required to assist the student to benefit from special education per the continuum in 23 Ill. Adm. Code 226.115 ranging from standard program with modification to state-operated or private programs. (CRF 300.13, 300.14)

Investigative Hypothesis

C CAN NR UND

26.1 Each student receiving a related service is receiving special education (classroom instruction or instruction in adapted, P.E., home, hospital, or instructional settings).

[] [] [] []

27. Standard

Each special education student requiring transportation services receives the service as the student's program location and IEP requires. (RR 13.01, 13.02, 13.03, 13.03a, 13.04, 13.05, 13.06, 226.910, 226.920, 226.930, 226.935, 226.940, 226.950, 226.960)

Investigative Hypothesis

	C	CAN	NR	UND
27.1 Each student receives transportation on each day his/her program is in session.	[]	[]	[]	[]
27.2 Each student's IEP states the specific (type and amount of) transportation services and vehicle adaptations to be provided.	[]	[]	[]	[]
27.3 Each student receives transportation services which allows him/her to be in attendance for the full instructional day specified on the IEP.	[]	[]	[]	[]
27.4 Vehicles utilized for special transportation are adapted to the specific needs of the children receiving this service.	[]	[]	[]	[]
27.5 Personnel responsible for special transportation receive inservice experiences which enable them to understand and appropriately relate to exceptional children.	[]	[]	[]	[]
27.6 Every effort is made to limit the child's total travel time to not more than one (1) hour each way to and from the special education facility.	[]	[]	[]	[]
27.7 Transportation to a private residential facility is provided for the initial placement in the facility and for the return home at the close of the applicable school term.	[]	[]	[]	[]
27.8 The district has developed a procedure to recommend approval/disapproval of travel in excess of one round trip, for students placed in private residential or state operated facilities.	[]	[]	[]	[]
27.9 ISBE Form 34-35, "Request for Approval for Additional Trip(s) for student in an Approved Residential Nonpublic Facility or State Operated School for the Handicapped," as processed by this office, is available for auditing purposes.	[]	[]	[]	[]
27.10 The district has developed a procedure to approve the use of special transportation for field trips. The procedure includes an assurance that field trips are necessary in order to implement the IEP for all students who participate in the field trip. Approval is required by the state-approved director of special education.	[]	[]	[]	[]

27.11 The district provides instruction in safe bus riding practices for all special education students who are transported by bus to or from school or in connection with any school activity. Such instruction is given at least twice during each school year and includes emergency evacuation drills.

[] [] [] []

28. Standard

The provision of special education instructional programs, resource programs and related services range along a continuum based on the nature and degree of the intervention.
(RR.3.01, 3.02; 226.110, 226.115)

Investigative Hypothesis

	C	CAN	NR	UND
28.1 Each district has available the following programs for ages 3-21:				
Hearing impaired or Deaf				
Consultation/itinerant	[]	[]	[]	[]
Resource	[]	[]	[]	[]
Instructional	[]	[]	[]	[]
Visually impaired or Blind				
Consultation/itinerant	[]	[]	[]	[]
Resource	[]	[]	[]	[]
Instructional	[]	[]	[]	[]
Physical impairment				
Consultation/itinerant	[]	[]	[]	[]
Resource	[]	[]	[]	[]
Instructional	[]	[]	[]	[]
Health impairment				
Consultation/itinerant	[]	[]	[]	[]
Resource	[]	[]	[]	[]
Instructional	[]	[]	[]	[]
Speech or language impairment				
Consultation/itinerant	[]	[]	[]	[]
Resource	[]	[]	[]	[]
Instructional	[]	[]	[]	[]
Learning Disabilities				
Consultation/itinerant	[]	[]	[]	[]
Resource	[]	[]	[]	[]
Instructional	[]	[]	[]	[]
Educable Mentally Handicapped				
Consultation/itinerant	[]	[]	[]	[]
Resource	[]	[]	[]	[]
Instructional	[]	[]	[]	[]
Trainable Mentally Handicapped				
Consultation/itinerant	[]	[]	[]	[]
Resource	[]	[]	[]	[]
Instructional	[]	[]	[]	[]
Behavior Disorders				
Consultation/itinerant	[]	[]	[]	[]
Resource	[]	[]	[]	[]
Instructional	[]	[]	[]	[]
Home/Hospital	[]	[]	[]	[]

28.2 Each district has available the following related services:

Psychological services	[]	[]	[]	[]
Social work services	[]	[]	[]	[]
Speech and language therapy	[]	[]	[]	[]
Occupational therapy	[]	[]	[]	[]
Physical therapy	[]	[]	[]	[]
Psychiatric consultation	[]	[]	[]	[]
Parent counseling and training	[]	[]	[]	[]
Special reader services	[]	[]	[]	[]
Health services	[]	[]	[]	[]
Counseling services	[]	[]	[]	[]

29. Standard

The information submitted by the district on each student on ISBE Form 34-30 (FACTS) for the P.L. 94-142 child count and the Chapter 1, 89-313 child count is accurate as required by the Rules and Regulations for P.L. 94-142 and Chapter 1 under P.L. 89-313 and Sections 14-7.02, 14-7.02a, 14-7.03 and 14-7.03a of The School Code of Illinois.

Investigative Hypothesis

	C	CAN	NR	UND
29.1 The district has on file necessary information (current IEP, MDS report) to substantiate exceptional handicap(s) reported on FACTS.	☐	☐	☐	☐
29.2 The district has on file necessary information (current IEP, MDS report) stating instructional program and related services to be provided as reported on FACTS.	☐	☐	☐	☐
29.3 The district has on file necessary information (current IEP, MDS report, class list) or can provide information through teacher interview that the least restrictive environment and personnel/student ratio are correct as reported on FACTS.	☐	☐	☐	☐
29.4 The district has on file necessary information to document sex, birthdate, ethnic origin and language reported on FACTS.	☐	☐	☐	☐
29.5 The district has on file class lists and attendance lists that verify attendance in programs on dates reported on FACTS.	☐	☐	☐	☐
29.6 If a student is reported on FACTS under Section 14-7.03 or 14-7.03a, the district has on file documentation to substantiate this listing.	☐	☐	☐	☐

30. Standard

The district has employed appropriately qualified professional and noncertified personnel in sufficient numbers to provide services to handicapped students. (R.R. 12.01, 12.09/226.810-.890)

Investigative Hypothesis

	C	CAN	NR	UND
30.1 The students reviewed that are in a self-contained special education classroom are receiving instruction by a teacher who is appropriately certified/approved for the primary handicapping area of the students in the program.	[]	[]	[]	[]
30.2 The students reviewed that are receiving services in a resource room are provided instruction by a teacher who is appropriately certified/approved for the primary handicapping area of the students in the program.	[]	[]	[]	[]
30.3 The students reviewed that are receiving services in a cross categorical or a departmentalized program are provided instruction by a teacher(s) who is appropriately certified/approved for the primary handicapping area of the students served.	[]	[]	[]	[]
30.4 Other Necessary Personnel reviewed during the visit (professional and non-certified) are appropriately credentialed to provide the service for special education programs.	[]	[]	[]	[]
30.5 The students reviewed that are receiving related services are provided that service by an appropriately credentialed/approved individual.	[]	[]	[]	[]
30.6 The pupil personnel services are provided by personnel who hold the appropriate certificate/approval to provide that service.	[]	[]	[]	[]
30.7 The administrative personnel serving special education programs hold the appropriate certificate/approval to provide that service.	[]	[]	[]	[]
30.8 The students reviewed that are receiving home/hospital instruction are provided services during the regular school day by an appropriately credentialed individual.	[]	[]	[]	[]
30.9 Personnel serving special education students are reported on the ISBE Form 50-44.	[]	[]	[]	[]
30.10 Personnel serving special education students are accurately reported on the ISBE Form 50-44 and 50-49 according to the individual's actual function in the district.	[]	[]	[]	[]
30.11 Positions approved on the grant applications were filled by appropriately certified/approved personnel and accurately reported on the ISBE Form 50-44.	[]	[]	[]	[]

31. Standard

The local district has established and implemented procedures for conducting initial case study evaluations, placing students in special education programs and conducting reevaluations. (CFR 300.530)

Investigative Hypothesis:	C	CAN	NR	UND
31.1 The district has written procedures to evaluate children who have been referred for special education.	[]	[]	[]	[]
31.2 The district has written procedures for placing students in special education programs.	[]	[]	[]	[]
31.3 The district has written procedures to reevaluate special education students.	[]	[]	[]	[]
31.4 The procedures identified in 1.1 are implemented.	[]	[]	[]	[]
31.5 The procedures identified in 1.2 are implemented.	[]	[]	[]	[]
31.6 The procedures identified in 1.3 are implemented.	[]	[]	[]	[]

DLN/2081S



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State Board of
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